

Priors Hall – a learning community

Writing Handbook 2023 - 2024



'Ready for Learning, Ready for Life'



Prior's Hall Curriculum Intent

Our curriculum aims to ensure every child knows that they are valued and that their primary school journey is important to all of us. Not only does our curriculum encourage academic excellence and success but it is carefully designed to offer balance, challenge and relevance to the children of Priors Hall.

A successful curriculum not only develops children academically but also holistically and Priors Hall prides itself on its approach to character education. Character education prepares our children to be well-rounded humans who understand, accept and embrace differences, challenges and new opportunities. By doing this, children are able to successfully contribute to, and be confident in understanding, their place in society.

Our leaders believe it is important that our curriculum design is viewed as a 'never-ending journey' for all within our school community; we constantly adapt and tweak our curriculum to ensure that it reflects the needs of our children, their families and our local community. Our core curriculum principles remain unwavering: a broad, balanced and knowledge-rich curriculum available to all children with a relentless focus on both academia and building character.

The motto "*Ready for Learning, Ready for Life*" runs through the heart of Priors Hall. We believe it is important that everyone has the opportunity to learn about diversity, the protected characteristics outlined in the Equality Act 2010 and feel that the school environment and curriculum represents them. Learning is adapted to meet the needs of all children at all developmental stages ensuring everyone can be successful; this includes making our curriculum accessible to those children with disabilities and special educational needs. By offering an inclusive and diverse curriculum, we believe all children will be ready for the next steps in their education when they leave us in Year 6

English at Priors Hall

At Priors Hall, we strongly believe that all our pupils deserve the highest quality education in English. Through 'Quality First' Teaching, our children will learn to speak and write fluently so that they can communicate their ideas and emotions to others, and through reading and listening, they develop a good understanding of and evaluation of the views of others.

In particular, we encourage a love of reading, as it will give our pupils the chance to develop culturally, emotionally, intellectually, socially and spiritually. We ensure a daily 'protected'

story time for the children to listen to books being read by an adult and enjoy a wide range of different texts and genres. Reading also enables pupils to acquire knowledge and to build on what they already know. By exposing children to a range of high quality texts, we aim to increase and improve their vocabulary beyond that which they hear or use in everyday speech. In addition to this, every year group is introduced to a new 'Word of the Week', where the children develop a deep understanding of the word, which contributes to a rich bank of vocabulary.

All the skills of language are essential to participating fully as a member of society. Our pupils therefore will learn to speak, read and write fluently and confidently; they will be prepared for a future in which they have all the tools to succeed.

Writing Lesson

As a school, we teach writing using a three stage model of 'initiate', 'model' and 'enable' in order to stimulate children to think and write creatively and to model high-quality examples of different writing genres. Alongside this, a "Sentence Stacking" method is used to model the writing process and a writer's thinking when drafting pieces of work. An individual lesson is based on a sentence model, broken in to three chunks:

1. **Initiate** section – a stimulus to capture the children's imagination and set up a sentence. ang
2. **Model** section – the teacher models a sentence that outlines clear writing features and techniques. e.g. Crunch! Under her foot, was another peculiar doll peddling frantically on an outdated tricycle.
3. **Enable** section – the children write their sentence, following the model. e.g. Children must include an onomatopoeia in their sentence.

Children are challenged to 'Dig Deeper', which requires them to draw upon previously learnt skills and apply them to their writing during that chunk. Children to write DD (Dig Deeper) in the margin to extend their learning. Give children 3 examples of how they can dig deeper and children can pick for each chunk.

E.g. Semi-colon, complex sentence and personification.

Spelling

We use 'Spelling Shed' to support our teaching and parental engagement of spellings. Our scheme of work gives an organised progression through spelling and grammar objective outlined in the National Curriculum.

The weekly programme includes:

- A weekly lesson focusing on a spelling rule
- Online assignment for the children to complete in school or at home



The platform enables learning to happen on any device where there is a web connection and offline using our app. With built-in scaffolding and support, our games allow children to practise their spellings at a level they are comfortable with. Teachers can use pre-made lists or can create their own so they are bespoke to cater for their children's individual needs. Children will receive a certificate during celebration assembly.

Grammar

Children complete a 10 question SPaG (Vocab Ninja) starter every morning, Each year group's activities are closely aligned to the National Curriculum's expectations for grammar, ensuring the pitch and progression of each series of documents. The resources has teaching and learning theory built-in two, with regular opportunities for space retrieval. Each resource works with a three or four week cycle, where in each week, as specific grammatical concept is focused on. So, one week may focus entirely on relative pronouns, whereas the next week maybe subordinating conjunctions. Every third or fourth week, a mixed skills activity is embedded which a week of activities covering the previous three weeks teaching and learning, Meaning that pupils have the opportunity to come back to previous learning and retrieve that learning, giving it an increased chance of being retained longer-term. Grammar is also taught through daily writing lessons.

Handwriting

Kinetic Letters is taught daily from FS2-Y4. It is a systematic and energising whole-school approach that follows a high quality-teaching programme. All staff have access to online Kinetic letter training. There are 4 strands of learning: making bodies stronger, learning the



Making bodies stronger	Learning the letters	Holding the pencil	Flow and fluency
Physical strengthening of the body	Dynamic movements for learning letter shapes	Optimal pencil hold for speed and legibility	Speed and stamina developed
Motor and spatial preparation	Sensory experiences for memory and recall	Diagnostic photos for addressing issues	Economy of movement and use of rhythm for speed
			Joining letters in a 12 week programme

letters, holding the pencil and flow and fluency.

Kinetic Letters helps learning by:

- **Automaticity** – Formation, orientation and placement of letters becomes automatic which frees up space in the working memory.
- **Achievement** – Fast, legible and fluent handwriting underpins success in every curriculum area.
- **Confidence** – Good handwriting creates a positive initial judgement.
- **Creativity** – When handwriting is automatic, the brain can concentrate on content.
- **Reading** – Writing and reading are reciprocal skills, so improvement in one, helps the other.
- **Phonics and Spelling** – legible handwriting means children can read and correct spelling.

Structure of a Writing lesson -

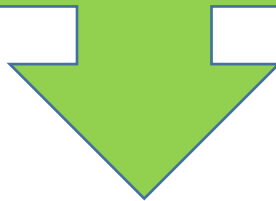
Gathering Ideas

Book as a hook: Slow reveal of story throughout the week. Story to be used alongside working wall to model and gather vocabulary ideas.



Teacher Led

Teacher modelling sentence structure built from children's ideas. Consistent expectations for sentence structure: capital letters, finger spaces, full stops and kinetic letters. Teacher to model spellings of tricky words. Children to all engage in supported writing alongside a group focus of independent writers.



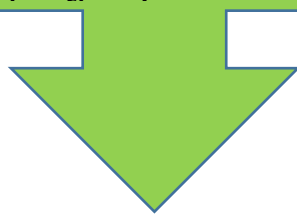
Independent Writing in Continuous Provision

Opportunities to write independently evident in both indoor and outdoor learning environments through both continuous provision and provocations to learn. Teachers capture "teachable moments" as they arise e.g. writing shopping lists, menus, labels, cards etc.



Immersive learning environments

Children to direct their own Literacy learning through independent application in the environment. Children's learning supported through modelling from adults, e.g. counting out words in sentences, supporting with segmenting, providing sound mats, supporting with formation etc. Independent writing captured



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson Length	15 mins modelled 1 x per week with daily exposure to and regular incentive to mark make and write.	20 mins		45 to 60 minutes daily				
Unit Length	N/A	Literacy lessons to have a weekly or 2-weekly focus incorporating both reading and writing.	2 to 3 weeks					2 weeks
Recording ideas	Children encouraged to record at every available opportunity . Children’s work annotated - adults scribe children’s ideas in the moment, modelling written text to reflect spoken word and convey meaning. Links to sounds and	Ideas gathered on flip chart paper during teacher modelling. Writing working wall updated weekly in line with adult directed input.	Ideas page showing grammar and vocabulary.	Ideas page recorded in individual books demonstrating the age related skills grammar and vocabulary skills . Y1- 2 Chunks Y2- September-December- 2 chunks January- 3 Chunks See examples below.				

	letters of significance.			
Independent practice	<p>Children encouraged to engage in independent mark making and early writing during each Nursery session. Evidence gathered from children's independent writing in the provision collated and displayed in environment.</p> <p>Recorded through observations.</p>	<p>Children to engage in writing in each writing session. This needs to build towards framework expectation : <i>Write simple words and sentences that can be read by others.</i> Evidence gathered from children's independent writing in the provision collated in learning books / recorded through observations.</p>	<p>Recorded in books</p> <p>Polished version written into 'Our writing journey books'</p>	
Feedback	Verbal feedback provided and in the moment next steps	Recorded through observations using Arc Pathway.	<p>Teacher modelling within the lesson (live marking) evident in most books.</p> <p>Dig deeper to extend children during lessons</p> <p>Teacher assessment- inclusion children to have small annotation in books</p>	

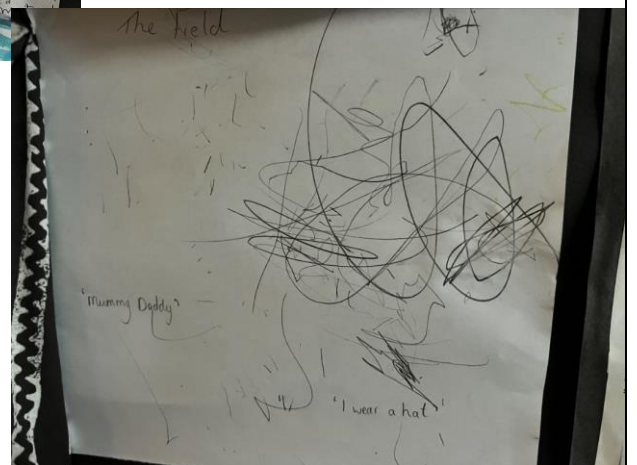
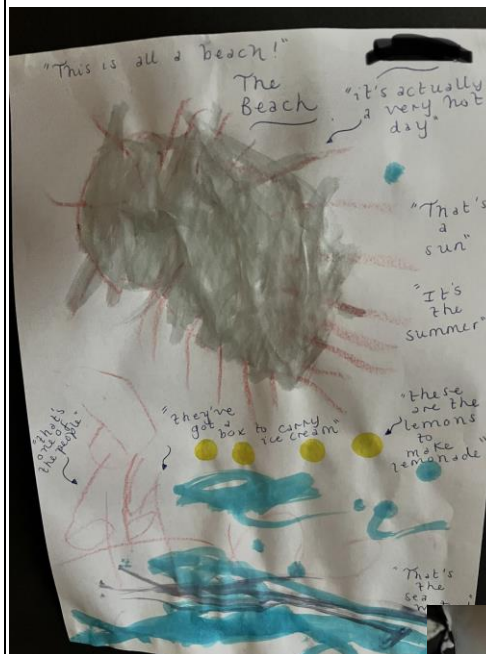
	provided to children to extend their early mark making/progressing to emergent writing. Learning in Action documents.	Child's voice displayed in environment to capture children's learning in this area. Learning in Action documents.						
Writing devices	Letter formation, orientation and direction.	Simple sentence structure.	Focus devices: onomatopoeia, alliteration, rhyme, repetition		Focus devices: simile, metaphor, personification, pathetic fallacy, pun, onomatopoeia, alliteration, rhyme, repetition			
Grammar	N/A	Capital letters, full stops, finger spaces.	Capital letters, full stops, question marks, exclamation marks.	Past tenses, sentence structure, purpose.	Paragraphs, dialogue and contracted form, purpose.	Adverbial phrases, complex sentences, purpose, commas.	Tenses, modal verbs, purpose, parenthesis.	Passive and active, subjunctive mood, purpose, semi-colons, colons.
Planning and success criteria	Planning reflects opportunity to write and mark make across the environment, creating links between writing and written meaning for others.	Weekly writing planning shows adult directed focus. Continuous provision planning to identify writing opportunities in the environment.	Planning visible in books focusing on key grammar and vocabulary taught. Plans show the success criteria being attempted.		Planning visible in books focusing on key grammatical and vocabulary structures. Planning is used to reinforce the use of paragraphs to organise longer pieces of writing.		Planning is visible in books focusing on key structures, purpose, vocabulary and stylistic choices. Plans show where success criteria is being used for specific effects.	

Sum mati ve asses men t	Observation s and teacher/practitioner judgment to inform summative data drop. Children's progress monitored and reviewed weekly Moderation to take place across the trust.	Observation s and teacher judgment to inform summative data drop. Progress towards GLD tracked after each data drop. Moderation to take place across the trust.	Recorded on formative excel documents and judgements uploaded to O Track at data drop. Moderation within year groups, between year groups and externally to happen throughout the academic year. Exemplifications of WT, ARE and GD to be compiled into a document to support accuracy of judgements.
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Writing Expectations

Nursery

- Mark Making
- Gives meaning to marks
- Opportunities to incorporate writing into their continuous provision- this is stored in their folders.

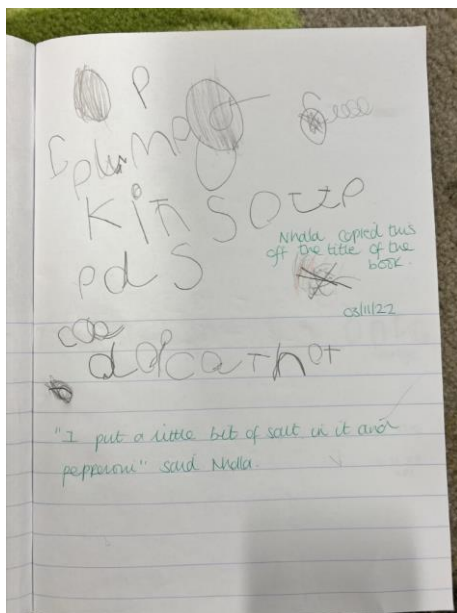


Reception

- Word Collector
- Make a sentence
- Model a sentence
- Write a sentence together

Writing opportunities across the continuous provision. Writing each week is recorded into their writing books.

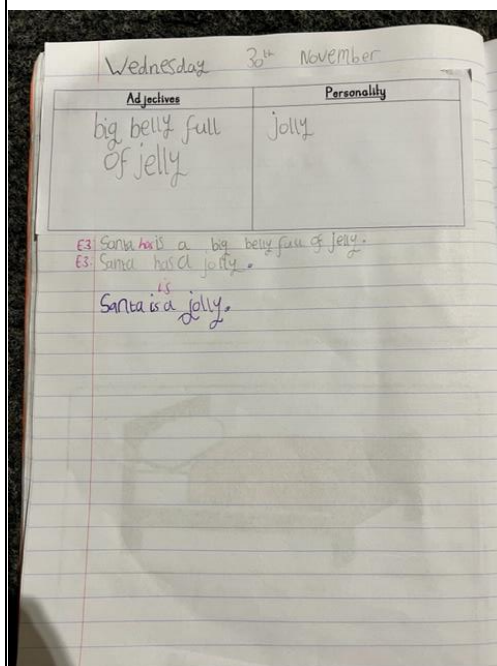
Independent writing across the continuous provision is celebrated in the environment.



Year 1

Writing book example in line with lesson design.

- Initiate, model and enable model followed.
- 2 learning chunks followed by writing sentences
- Writing device and grammar used



Year 2

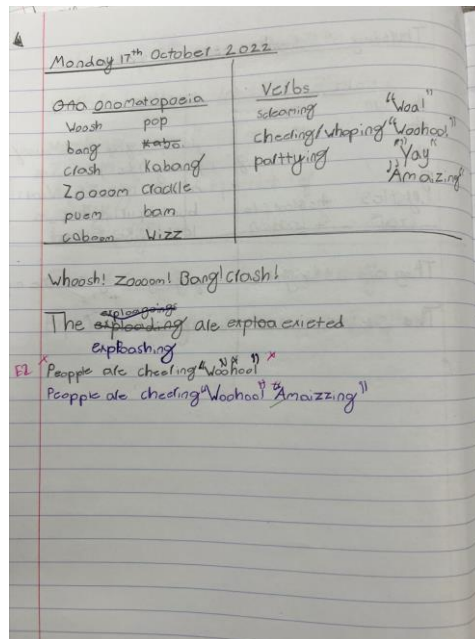
Writing book example in line with lesson design.

-Initiate, model and enable model followed.

-Writing device and grammar used in chunking

-Pink pen is used and has been responded to in purple

-Year 2 begin 3 chunk model from January.



Year 3

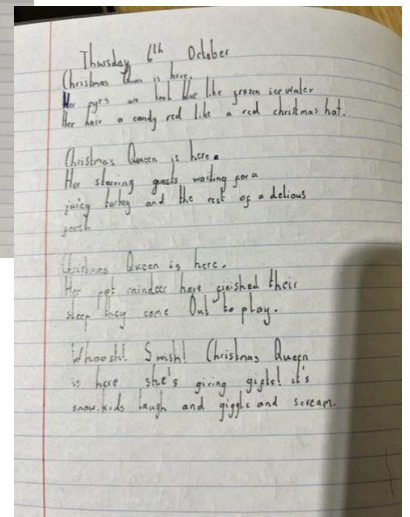
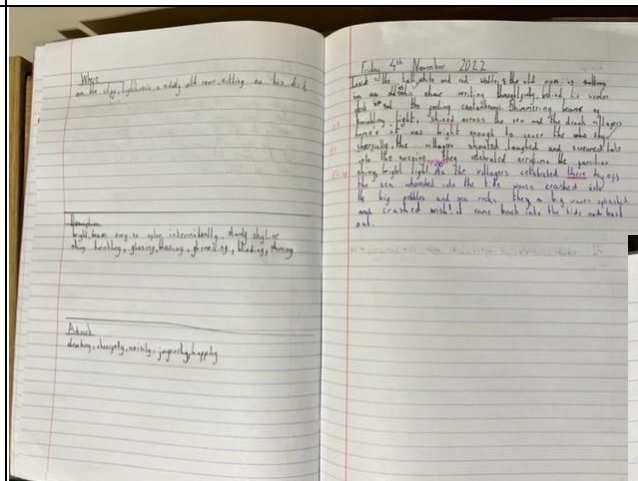
Writing book example in line with lesson design.

-Initiate, model and enable model followed.

-3 learning chunks

-Writing devices and grammar has been used

-Children have extended their work and responded using purple pen.



Year 4

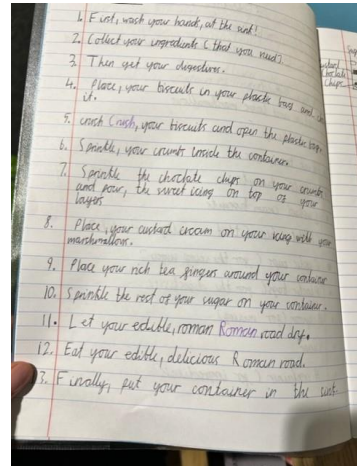
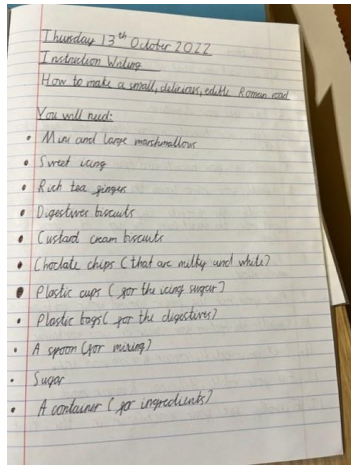
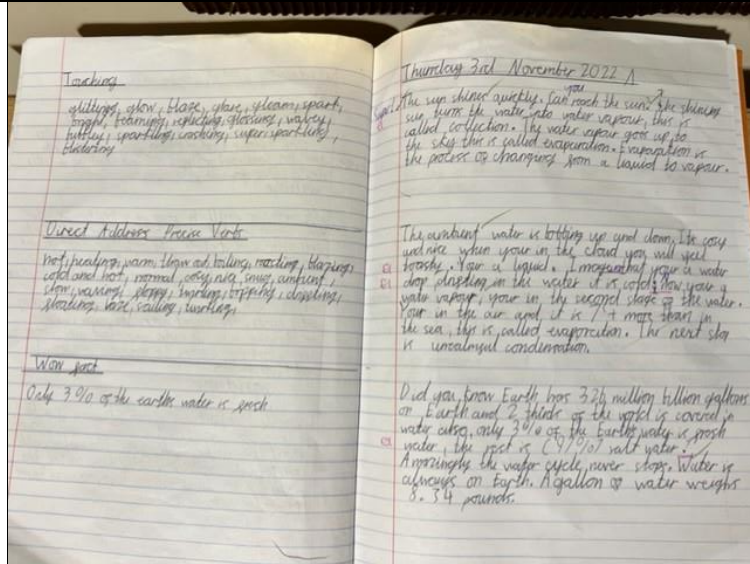
Writing book example in line with lesson design.

- Initiate, model and enable model followed.

-3 learning chunks

-Writing devices and grammar has been used.

-Pink pen to pick up common mistakes and children have responded in purple.



Year 5

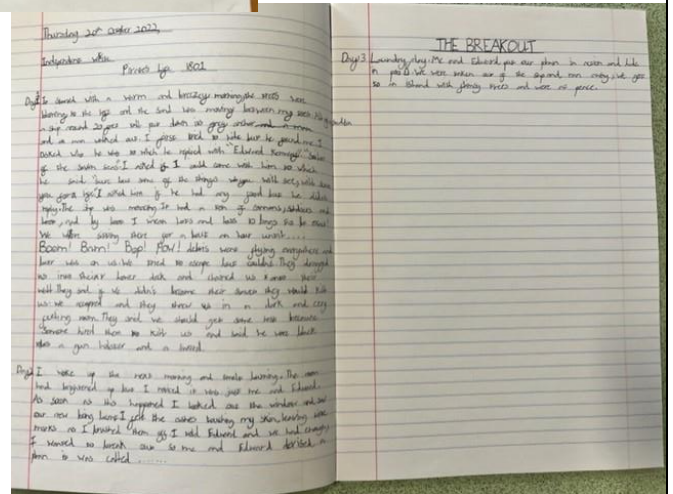
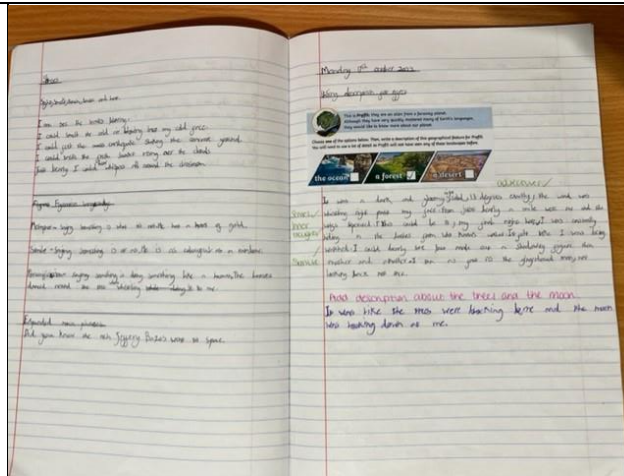
Writing book example in line with lesson design.

-Initiate, model and enable model followed.

-3 learning chunks

-Non-fiction unit including a mixture of grammar and literacy devices.

-Pink pen, which has been responded to in purple pen.



Year 6

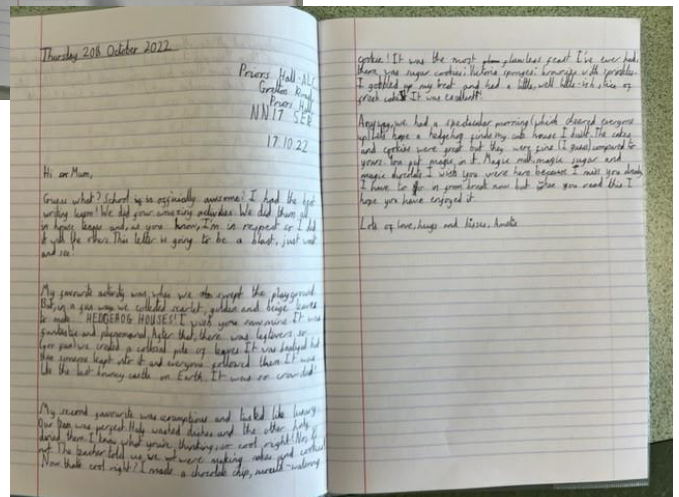
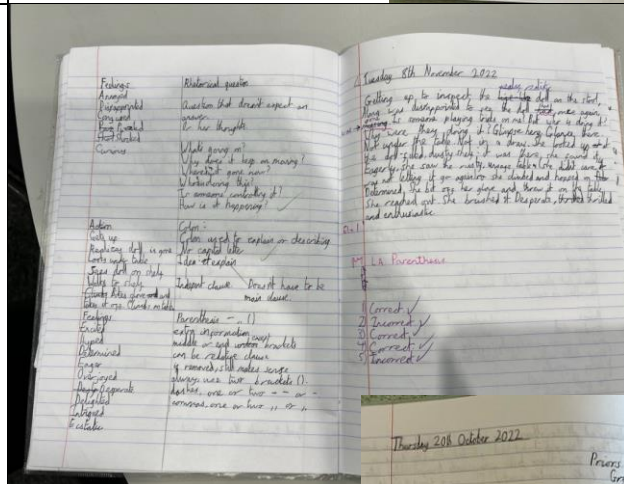
Writing book example in line with lesson design.

-Initiate, model and enable model followed.

-3 learning chunks that have been split to incorporate the different skills taught

- Mixture of grammar and literacy devices

-Pink pen, which they have responded to in purple.



Long-term spelling, punctuation and grammar plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	Capital letters at the start of sentences	Add capital letters and full stops	Correct capital letters	CL and FS	CL and FS	CL and FS including run on sentences
Week 2	CL at beginning and FS at end of sentence(not including names or I)	Identify whether each sentence is the is the past or present	A or an	Was or were	Underline the relative pronoun (who, which, where, when, whose, that)	Question, statement, command, exclamation
Week 3	Capital letters for names	Identify the nouns	Add in correct conjunction (when, before, after, while, so, because)	Did or done	Add in the missing commas to show parenthesis	Standard English (them/ those, good/ well, did/ done, was/ were)
Week 4	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 5	Combine words to make sentences	Choose . ? ! to end sentences	Forming the past tense	Saw or seen	Underline the relative clause in each sentence	Identify the subject and the object in sentences
Week 6	Capital letters for days of the week	Identify the adjectives	Change simple past to present perfect	Add in commas after fronted adverbials	Add in the missing brackets to show parenthesis	Write a synonym and an antonym for each word

Week 7	Joining words with and	Circle two words that need a capital letter	Add in correct preposition (before, after, during, in, at on)	Identify the expanded noun phrase	Add in commas to change meaning	Circle two words that are synonyms of each other
Week 8	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 9	Question marks for questions	Identify Statement, question, exclamation, command	Add in inverted commas	Add in expanded noun phrase	Add in the missing dashes to show parenthesis	Change sentence from active to passive
Week 10	Identify nouns	Change from simple present to simple past	Identify the conjunctions	Add in comma to speech punctuation	Circle the modal verb in each sentence	Add a semi-colon in to this sentence
Week 11	Adding s for plurals	Add the correct word in co-ordination (and, or, but)	Simple past or present perfect?	Add in fronted adverbials	Choose which suffix (ate, ise, ify)	Add a colon in to this sentence
Week 12	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 13	Adding suffixes where no change is needed (ing)	Change to past progressive	Underline the coordinating conjunctions in each sentence	Replace underlined word with pronoun	Speech punctuation	Change sentence from passive to active
Week 14	Capital letters for months of the year	Add the correct word in (when, if, that, because)	Underline the subordinating conjunctions in each sentence	Move adverbial to start of sentence	Adjective or adverb? The spring garden looks lovely. The clothes are folded neatly.	Add a dash into this sentence

Week 15	Adding es for plurals	Identify the verbs	Underline the prepositions in each sentence.	Add in speech punctuation	Complete the sentence with a relative clause.	Is this sentence active or passive?
Week 16	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 17	Adding suffixes where no change is needed (ed)	Change to present progressive	Underline the adverbs (including then, next, soon)	identify determiners	Word class of the underlined word (covering all)	Add colons and semi-colons in to list
Week 18	Exclamation marks and question marks	Identify Statement, question, exclamation, command	Word class of underline word (noun, verb, adverb, adjective, preposition, conjunction)	Complete each sentence with a possessive pronoun	Choose the correct prefix for these words (dis, de, mis)	Formal or informal?
Week 19	Combine words to make question	Identify the adverbs	Underline the subordinate clause	apostrophes for singular possession	Identify verb form (past/ present/ perfect/ progressive)	Add in hyphens
Week 20	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 21	Adding suffixes where no change is needed (er)	What word class is the underlined word? (adjectives, nouns, verbs, adverb)	Underline the main clause	apostrophes for plural possession	Change verbs to past perfect progressive	Changing tenses
Week 22	Adding s or es for plurals	Add a suffix to the underlined word to change it to an adverb	Is the main or the subordinate clause underlined?	past perfect or present perfect	Change verbs to present perfect progressive	Identify whether underlined word is used as a verb or a noun
Week 23	Capital letters for I and names	Rearrange words to make a question	Apostrophes for singular possession	word class of underlined words (noun, verb, adverb,	Underline word classes (covering all)	Identify whether underlined word is used

				adjective, preposition, conjunction, determiner, pronoun)		as an adjective or adverb
Week 24	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 25	CL and FS (including names)	Apostrophes for possession.	Apostrophes for contraction	apostrophes for singular or plural possession	Underline the subordinate clause in each sentence (including relative clauses)	Write sentence using words as a noun and as a verb
Week 26	Add un to change meaning of verbs	Commas in a list	Add in inverted commas	Correct speech punctuation mistakes	Apostrophes for plural possession	Word class of underlined words (all covered)
Week 27	Separate words with spaces	Tick to show whether each noun is singular or plural	Change simple past to past perfect	plural or possessive s. Add in apostrophes	Speech punctuation	Identify verb form (all covered)
Week 28	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 29	CL and FS (including days and months)	Apostrophes for contraction	Word families	Change verbs to past perfect and present perfect	Decide whether the main or subordinate clause is underlined (including relative clauses)	Main or subordinate clause underlined
Week 30	Joining clauses using and	Add ness or ment to form nouns (kind, enjoy, tired)	Word class of underline word (noun, verb, adverb, adjective,	Word class of underline word (noun, verb, adverb, adjective,	Apostrophes for singular and plural possession	Contractions and expanded form

			preposition, conjunction)	preposition, conjunction, determiner, pronoun)		
Week 31	Add un to change meaning of words	Underline the expanded noun phrase	Prefixes –dis, -mis, -in	add in missing speech punctuation	Identify verb form (inc. perfect progressive forms)	Circle the different word classes
Week 32	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 33	Capital letters (including names, I, days and months)	Add ful and less to form adjectives	Using –ly to change an adjective to an adverb	verb inflections (mix)	All missing apostrophes	Insert missing punctuation into sentence
Week 34	FS ? or !	Insert apostrophes (contraction and possession)	Prefixes –in, -il, -im, -ir	Using a and an	Standard English (verb inflections)	Word families
Week 35	Adding suffixes where no change is needed (ing, ed, er)	Circle one word to show that the sentence is in the past tense	Simple past or past perfect	apostrophes for singular or plural possession	Add in missing punctuation (all covered)	Phrases or clauses?
Week 36	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks

Year 1				
Autumn Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus - Lesson skill</u>

Autumn T1 Wk1	Baseline Assessment – Letter formation and writing rules. Stickman		Ancient	Capital letters, full stops and separation of words with spaces.
Autumn T1 Wk2	Baseline Assessment – Adjectives, verbs and introduction of lenses. Stickman		Classify	Using Adjectives and Verbs.
Autumn T1 Wk3	Traditional Tales – The Three Little Pigs Character Description		Expression	Sequencing sentences to form short narratives. Using adjectives.
Autumn T1 Wk4	Traditional Tales - The Three Little Pigs Setting Description		Glide	Sequencing sentences to form short narratives. Using adjectives.
Autumn T1 Wk5	Traditional Tale – The Gingerbread man Narrative		Adventurous	Sequencing sentences to form short narratives. Using Verbs.
Autumn T1 Wk6	Non – Fiction: Senses Report		Intelligent	Sequencing sentences to form a non- fiction piece of writing. Combine words to make questions
Autumn T1 Wk7	Non – Fiction: Senses Report		Predict	Sequencing sentences to form a non- fiction piece of writing. Joining words with ‘and’
Autumn Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u> <u>Tricky words</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T2 Wk1	Acrostic Poems - Firework	to, into, do	Dazzled	Onomatopoeia.
Autumn T2 Wk2	Acrostic Poem - Firework	no, go, so	Wander	Punctuation – range of punctuation

Autumn T2 Wk3	Narrative – The Jolly Postman	he, she, we, me, be	Courageous	Days of the week
Autumn T2 Wk4	Narrative – The Jolly Postman	was, is, his, has, as	Responsible	Adding s for plurals
Autumn T2 Wk5	Letter Writing – The Jolly Christmas postman / Write a letter to a traditional tale character	you, my, are,	Elegant	Review
Autumn T2 Wk6	Letter Writing – The Jolly Christmas postman	one, once, all	Respect	Capital letters for names of people
Autumn T2 Wk7	List writing – Christmas Edition	are, said, her	Magnificent	Bullet points Structure of a list
Spring Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T1 Wk1	Traditional Tales- Little Red Riding Hood	said, says, you	Convince	
Spring T1 Wk2	Traditional Tales- Little Red Riding Hood	my, was, said	Exclaim	
Spring T1 Wk3	Traditional Tales- Little Red Riding Hood/ Setting description	me, you, they, them	Miserable	
Spring T1 Wk4	Traditional Tales- Little Red Riding hood- Story map/summarise story	have, here, like	Gasp	
Spring T1 Wk5	Traditional Tales	so, by, do	Advice	
Spring T1 Wk6	Poetry	Review	Spoil	

Spring Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T2 Wk1	Spring Poetry	Review	Glamorous	
Spring T2 Wk2	Toys from the Past - report	when, what, why	Weigh	
Spring T2 Wk3	Toys from the Past - report	like, have, there,	Absorb	
Spring T2 Wk4	Toys from the Past – report	you, they, here	Effort	
Spring T2 Wk5	Toys from the Past - report	all, are, one	Pause (d)	
Spring T2 Wk6	Letter writing to a child from the past.	Review	Advice	
Summer Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T1 Wk1	Animal Riddles	come, some, once		
Summer T1 Wk2	Travel Diary – Non-Fiction	push, put, pull, full	Fierce	
Summer T1 Wk3	Travel Diary – Non-Fiction	house, our, there	Arctic	
Summer T1 Wk4	Travel Diary – Non-Fiction	little, children, school	Continent	
Summer T1 Wk5	Travel Diary – Non-Fiction	today, people, here	Impossible	
Summer T1 Wk6	3 Little Pigs – Traditional tales.	Review	Enraged	
Summer Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T2 Wk1	Instructions- How to take care of ducklings	little, children, school	Observe	
Summer T2 Wk2	The Gruffalo	once, today, here	Careless	

Summer T2 Wk3	The Gruffalo	because, every, child	Adorable	
Summer T2 Wk4	The Bear and the Piano	door, floor, poor	Expert	
Summer T2 Wk5	The Bear and the Piano	would, should, could	Compare	
Summer T2 Wk6	The Bear and the Piano	most, both, only	Avoid	
Summer T2 Wk7	Summer activities	Review	Embarrass	
Year 2				
Autumn Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T1 Wk1	Recount and fact files (baseline)		Swerved	
Autumn T1 Wk2	Pudding Lane (Literacy Shed) Setting Description (3 rd person)	The /j/ sound spelled -dge	Shabby	
Autumn T1 Wk3	Pudding Lane (Literacy Shed) Narrative (3 rd person)	The /j/ sound spelled -ge	Ruined	
Autumn T1 Wk4	Samuel Pepys diary	The /j/ sound spelled with a g	Devastated	
Autumn T1 Wk5	Samuel Pepys diary	The /s/ sound spelled c before e, i and y		
Autumn T1 Wk6	Firework Shape Poems	The /n/ sound spelled kn and gn	Astonished	
Autumn T1 Wk7	Firework Shape Poems	Challenge words	Tremendous	
Autumn Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T2 Wk1	The Great Kapok Tree	The /r/ sound spelled wr	Weary	

Autumn T2 Wk2	The Great Kapok Tree (persuasive writing)	The /l/ or /ul/ sound spelled -le	Distress	
Autumn T2 Wk3	The Great Kapok Tree (persuasive writing)	The /l/ or /ul/ sound spelled -el	Outrageous	
Autumn T2 Wk4 Link to class novel – Mr Penguin.	Imaginative writing – Narrative Fiction: Object prompt.	The /l/ or /ul/ sound spelled -al	Venture	
Autumn T2 Wk5 Link to class novel – Mr Penguin.	Imaginative writing - Narrative Fiction. Object prompt.	Words ending in -il	Stumble	
Autumn T2 Wk6	Postcard Writing – Meerkat Christmas (Write Stuff)	Challenge words	Shivering	
Autumn T2 Wk7	Postcard Writing – Meerkat Christmas (Write Stuff)	Common exception words	Familiar	
Spring Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T1 Wk1	Narrative - Imaginative writing (Garden Theme)	The long vowel i spelled y	Scent	
Spring T1 Wk2	Narrative - Imaginative writing (Garden Theme)	The –es suffix with words ending y	Mysterious	
Spring T1 Wk3	Instruction writing	The –ed suffix with words ending y	Crouch(ed)	

Spring T1 Wk4	Instruction writing	The –er suffix with words ending y	Submerge	
Spring T1 Wk5	Fact Files – Plants / Flowers	Adding –ing to words ending e	Irritate	
Spring T1 Wk6	Fact Files - Plants / Flowers	Challenge words	Chaotic	
Spring Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T2 Wk1	Fables – The Bridge (Literacy Shed)	Adding –er to words ending e	Mischievous	
Spring T2 Wk2	Fables – The Bridge (Literacy Shed)	Adding -ing	Scramble	
Spring T2 Wk3	Non-fiction - Biography of Famous person	Adding -ed	Stern(ly)	
Spring T2 Wk4	Non-fiction - Biography of Famous person	The or sound spelled a	Contribute	
Spring T2 Wk5	Narrative fiction – George and The Dragon	The sound /u/ spelled o	Heroic	
Spring T2 Wk6	Narrative fiction – George and The Dragon	Challenge words	Valiant	
Summer Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T1 Wk1	Grandad’s Island (Write Stuff)	The /ee/ sound spelled -ey	Possession	
Summer T1 Wk2	Grandad’s Island (Write Stuff)	Words with the spelling a after w and qu	Dusk	
Summer T1 Wk3	Grandad’s Island (Write Stuff)	The /er/ sound spelled with o or ar	Endless	

Summer T1 Wk4	Descriptive writing – Character description.	The /z/ sound spelled s	Ghastly	
Summer T1 Wk5	Non-Chron – Pirate writing	The suffixes – ment and -ness	Precious	
Summer T1 Wk6	Non-Chron – Pirate writing	The suffixes –ful and -less	Queasy	
Summer Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T2 Wk1	Poetry (Bug themed) - The Bee is not afraid of me.	Homophones	Nuisance	
Summer T2 Wk2	Poetry (Bug themed) - The Bee is not afraid of me.	Homophones	Frantic	
Summer T2 Wk3	Assessment	Words ending in -tion	Vague	
Summer T2 Wk4	Non-fiction: Diary writing – Life cycle of a butterfly.	Contractions	Coax	
Summer T2 Wk5	Non-fiction: Diary writing – Life cycle of a butterfly.	Possessive apostrophes (singular)	Wailed	
Summer T2 Wk6	Grammar Revision	Challenge words		
Summer T2 Wk7	Summer Activities			
Year 3				
Autumn Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus- Lesson Skill</u>
Autumn T1 Wk1	The True Story of the 3 little pigs- Traditional Tale	Common exception words 3 and 4	absurd	Time/ place adverbials, adjectives and conjunctions
Autumn T1 Wk2	The True Story of the 3 little pigs- Traditional Tale	ow sound spelling ou	alternate	Comparatives and superlatives, simile, Time and place adverbial

Autumn T1 Wk3	The True Story of the 3 little pigs- Traditional Tale	u sound spelled ou	ambitious	Adjectives and tense, metaphor, complex sentence
Autumn T1 Wk4	The True Story of the 3 little pigs- Traditional Tale	i sound spelled with a y	amateur	Ind. Write- focus on time/ place adverbials, adjectives and tense, conjunctions.
Autumn T1 Wk5	Autumn is Here Poetry	Words with the ze sound ending - sure	anxious	Personification, metaphor, verbs alliteration
Autumn T1 Wk6	The little shoemaker Persuasive advert (literacy shed plus)	Words with the ch sound ending - ture	appreciate	Persuasive language, description, emotive language
Autumn T1 Wk7	The little shoemaker Persuasive advert (literacy shed plus)	Challenge words	cautious	Rhetorical question Ind. Write- focus on description and persuasive language
Autumn Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T2 Wk1	The lighthouse Diary (literacy shed plus)	The prefix re-	clutched	
Autumn T2 Wk2	The lighthouse Diary (literacy shed plus)	The prefix dis-	compassion	
Autumn T2 Wk3	The lighthouse Diary (literacy shed plus)	The prefix mis-	crucial	
Autumn T2 Wk4	Flood Narrative tragedy	Suffixes beginning with vowel letters	despise	
Autumn T2 Wk5	Assessment/ Flood Narrative tragedy	Suffixes beginning with vowel letter (doubling)	draught	

Autumn T2 Wk6	Flood Narrative tragedy	Challenge words	essential	
Autumn T2 Wk7	Christmas	Common exception words	exchanged	
Spring Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T1 Wk1	The Street beneath my feet- explanation	The long a sound spelled ai	hesitant	
Spring T1 Wk2	The Street beneath my feet- explanation	The long a sound spelled ei	identical	
Spring T1 Wk3	The Street beneath my feet- explanation	The long a sound spelled ey	identity	
Spring T1 Wk4	Treasure Persuasive letter (Literacy shed plus)	The suffix -ly	illuminate	
Spring T1 Wk5	Treasure Persuasive letter (Literacy shed plus)	Homophones	immerse	
Spring T1 Wk6	Treasure Persuasive letter (Literacy shed plus)	Challenge words	isolated	
Spring Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T2 Wk1	The secret of the black rock Narrative	Ending with the l sound spelled -ai	nestled	
Spring T2 Wk2	The secret of the black rock Narrative	Ending with the l sound spelled -ie	obedient	
Spring T2 Wk3	The secret of the black rock Narrative	Adding the suffix - ly to -le words	perched	

Spring T2 Wk4	Assessment / I asked the boy who couldn't see Poetry	Adding the suffix -ally to -ic words	preferred	
Spring T2 Wk5	I asked the boy who couldn't see Poetry	Adding the suffix -ly exceptions	preserve	
Spring T2 Wk6	I asked the boy who couldn't see Poetry	Challenge words	quivering	
Summer Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T1 Wk1	Stone Age Boy Narrative	The suffix -er with -(t)ch words	reassure	
Summer T1 Wk2	Stone Age Boy Narrative	The k sound spelled ch	require	
Summer T1 Wk3	Stone Age Boy Narrative	Homophones	resemble	
Summer T1 Wk4	The colour collector Poetry	Challenge words	seize	
Summer T1 Wk5	The colour collector Poetry	Common exception words	shimmer	
Summer T1 Wk6	The colour collector Poetry	Common exception words	sympathetic	
Summer Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T2 Wk1	The incredible book eating boy Comedy narrative	The suffix -sion pronounced like vision	transferred	
Summer T2 Wk2	The incredible book eating boy Comedy narrative	Challenge words	tremendous	

Summer T2 Wk3	The incredible book eating boy Comedy narrative	Revision	vigorous	
Summer T2 Wk4	Assessment/ Skeletons and muscles Non-chronological report	Revision	unwilling	
Summer T2 Wk5	Skeletons and muscles Non-chronological report	Revision		
Summer T2 Wk6	Skeletons and muscles Non-chronological report	Revision		
Summer T2 Wk7	Summer activities	Common exception words		

Year 4

Autumn Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T1 Wk1	Narrative: Escape from Pompeii	Homophones	Allegiance	
Autumn T1 Wk2	Narrative: Escape from Pompeii	The prefix -in	Anticipation	
Autumn T1 Wk3	Narrative: Escape from Pompeii	The prefixes -il and -ir	Arrogant	
Autumn T1 Wk4	Non Fiction: Instructions How to make an edible Roman Road ?	The prefix -sub	Barren	
Autumn T1 Wk5	Non Fiction: Instructions How to make an edible Roman Road ?	The prefix -inter	Blunder	

Autumn T1 Wk6	Non Fiction: Instructions How to make an edible Roman Road ?	Challenge Words	Consequence	
Autumn T1 Wk7	Poetry: Creating Images Christina Rossetti	The suffix -ation	Diligent	
Autumn Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T2 Wk1	Non Fiction: Factual Tour The Water Cycle	The suffix -ly	Dwell	
Autumn T2 Wk2	Non Fiction: Factual Tour The Water Cycle	The suffix -ly	Elaborate	
Autumn T2 Wk3	Non Fiction: Factual Tour The Water Cycle	Words with the /sh/ sound spelled ch	Futile	
Autumn T2 Wk4	Factual Narrative: Mountain Adventure	Challenge Words	Hostile	
Autumn T2 Wk5	Factual Narrative: Mountain Adventure	The suffix -sion	Inept	
Autumn T2 Wk6	Poetry: Calligrams and Christmas	The suffix -ous	Inevitable	
Autumn T2 Wk7	Poetry: Calligrams and Christmas	The suffix -ous	Loathe	
Spring Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T1 Wk1	Narrative: Ruckus (LS) Description	The /ee/ sound spelled with an i	Meagre	
Spring T1 Wk2	Narrative: Ruckus (LS)	The suffix -ous	Monotonous	

	Description			
Spring T1 Wk3	Non-Chronological Report My name is not Refugee (LS)	Challenge Words	Odious	
Spring T1 Wk4	Non-Chronological Report My name is not Refugee (LS)	The digraph -au	Optimist	
Spring T1 Wk5	Non Fiction: Persuasive Advert Protecting the Environment	The suffix -tion	Persecute	
Spring T1 Wk6	Non Fiction: Persuasive Advert Protecting the Environment	The suffix -ssion	Predicament	
Spring Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T2 Wk1	Narrative: The Night Bus Hero by Onjali Q. Rauf (LS)	The suffix -cian	Primitive	
Spring T2 Wk2	Narrative: The Night Bus Hero by Onjali Q. Rauf (LS)	Adverbs of manner	Prominent	
Spring T2 Wk3	Non Fiction: Explanation Text The Digestive System	Challenge Words	Radiating	
Spring T2 Wk4	Non Fiction: Explanation The Digestive System	Homophones	Reluctant	
Spring T2 Wk5	Poetry: No ballet shoes in Syria by	The /s/ sound spelled c	Remorse	

	Catherine Bruton (LS)			
Spring T2 Wk6	Poetry: No ballet shoes in Syria by Catherine Bruton (LS)	The sol and real word families	Rigorous	
Summer Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T1 Wk1	Non Fiction: Diary Entries	The phon and sign word families	Sanctuary	
Summer T1 Wk2	Non Fiction: Diary Entries	Prefixes -super, -anti, -auto	Smouldering	
Summer T1 Wk3	Narrative: Viking Boy	The prefix -bi	Stifle	
Summer T1 Wk4	Narrative: Viking Boy	Challenge Words	Subsequent	
Summer T1 Wk5	Non Fiction: Non Chronological Reports – Viking Gods	Plural Possessive Apostrophes	Terrain	
Summer T1 Wk6	Non Fiction: Non Chronological Reports – Viking Gods	Revision	Trait	
Summer Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T2 Wk1	Narrative: Cyber Kicks (LS)	Revision	Treacherous	
Summer T2 Wk2	Narrative: Cyber Kicks (LS)	Revision	Vacate	
Summer T2 Wk3	Non Fiction: Newspaper Report – Bright Storm by Vashti Hardy (LS)	Revision	Revision	
Summer T2 Wk4	Non Fiction: Newspaper Report –	Revision	Revision	

	Bright Storm by Vashti Hardy (LS)			
Summer T2 Wk5	Non Fiction: Newspaper Report – Bright Storm by Vashti Hardy (LS)	Revision	Revision	
Summer T2 Wk6	Poetry: Cloud Busting by Malorie Blackman	Revision	Revision	
Summer T2 Wk7	Poetry: Cloud Busting by Malorie Blackman	Revision	Revision	
Year 5				
Autumn Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T1 Wk1	Baseline Cosmic- Narrative Write Stuff unit	Words ending in –tious -ious	aspire	Complex Sentences (adverb + verb) Basics Review
Autumn T1 Wk2	Cosmic- Narrative Write Stuff unit	Words ending - cious	maroon	Complex Sentences (adverb + verb) Basics Review
Autumn T1 Wk3	Cosmic- Narrative Write Stuff unit	Words ending - cial	acrid	
Autumn T1 Wk4	Biography: Hatshepsut Write Stuff unit	Words ending - tial	quench	
Autumn T1 Wk5	Biography: Hatshepsut Write Stuff unit	Words ending – cial -tial	bellow	
Autumn T1 Wk6	Biography: Hatshepsut Write stuff unit	Challenge Words	melancholy	
Autumn T1 Wk7	Biography: Hatshepsut	Words eding -ant	bewilder	

	Write stuff unit			
Autumn Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T2 Wk1	Narrative- The Wish Granter Literacy shed clip	Words ending – ance, -ancy	noteworthy	
Autumn T2 Wk2	Narrative- The Wish Granter Literacy shed clip	Words ending – ent, -ence	canine	
Autumn T2 Wk3	Narrative- The Wish Granter Literacy shed clip	Words ending – able, -ible	notorious	
Autumn T2 Wk4	Poetry – The most dangerous animal in the world	Words ending – ibly, -ably	catastrophe	
Autumn T2 Wk5	Poetry – The most dangerous animal in the world	Challenge Words	obnoxious	
Autumn T2 Wk6	Poetry – The most dangerous animal in the world	Words ending – able where the e from the root word remains	concur	
Autumn T2 Wk7	Stimulus based assessment -genre choice given to children based on the learning this term	Adverbs of time	pelt	
Spring Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T1 Wk1	Persuasive Letter- Child Labour Adapted write stuff unit	Addinf suffix –fer to words	conjure	
Spring T1 Wk2	Persuasive Writing- Child Labour	Silent letters	plagued	

	Adapted write stuff unit			
Spring T1 Wk3	Persuasive Writing- Child Labour Adapted write stuff unit.	Challenge words	devour	
Spring T1 Wk4	Diary	Words spelled with ie after c	predatory	
Spring T1 Wk5	Diary	Words spelled with ei after c	distraught	
Spring T1 Wk6	Diary	Words where 'ough' makes an /or/ sound	robust	
Spring Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T2 Wk1	Narrative: War of the Worlds Science Fiction	Words containing 'ough'	flabbergast	
Spring T2 Wk2	Narrative: War of the Worlds Science Fiction	Adverbs of possibility or frequency	shirk	
Spring T2 Wk3	Narrative: War of the Worlds Science Fiction	Challenge Words	simultaneous	
Spring T2 Wk4	Non-chronological report Planet report	Homophones and near homophones	impede	
Spring T2 Wk5	Non-chronological report Planet report	Homophones	sullen	
Spring T2 Wk6	Non-chronological report Planet report	Homophones	infamous	

Summer Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T1 Wk1	War Poetry - 'Dulce de decorum est'	Homophones and near homophones	unscathed	
Summer T1 Wk2	War Poetry - 'Dulce de decorum est'	Homophones and near homophones	insinuate	
Summer T1 Wk3	War Poetry	Challenge Words	vindictive	
Summer T1 Wk4	Narrative - Who let the Gods out (Literacy shed plus)	Words containing hyphens	lavish	
Summer T1 Wk5	Narrative - Who let the Gods Out (Literacy shed plus)	Challenge Words	vocation	
Summer T1 Wk6	Narrative – Who let the Gods out (Literacy shed plus)	Revision	legitimate	
Summer Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T2 Wk1	Narrative – Zoo (Write stuff)	Revision	wince	
Summer T2 Wk2	Narrative – Zoo (Write stuff)	Revision	lurk	
Summer T2 Wk3	Narrative – Zoo (Write stuff)	Revision	wrath	
Summer T2 Wk4	Newspaper Report - High Diving Giraffe (Literacy shed video)	Yr5/6 Words	allegiance	
Summer T2 Wk5	Newspaper Report – High Diving Giraffe (Literacy shed video)	Yr5/6 Words	inevitable	

Summer T2 Wk6	GAP focused sessions	Yr5/6 Words	hostile	
Summer T2 Wk7	GAP focused sessions	Yr5/6 Words	elaborate	
Year 6				
Autumn Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T1 Wk1	Hansel & Gretel (Narrative)	Y5/6 Statutory words	agile	
Autumn T1 Wk2	Hansel & Gretel (Narrative)	Challenge words list 1	apprehend	
Autumn T1 Wk3	Hansel & Gretel/Holes (Narrative)	Challenge words list 2	articulate	
Autumn T1 Wk4	Holes (Narrative)	Challenge words list 3	audacious	
Autumn T1 Wk5	Holes (Narrative)	Challenge words list 4	authority	
Autumn T1 Wk6	Informal letter	Challenge words list 5	avid	
Autumn T1 Wk7	Informal letter	Challenge words list 6	bizarre	
Autumn Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Autumn T2 Wk1	Alma (Narrative)	Challenge words list 7	clarify	
Autumn T2 Wk2	Alma (Narrative)	Challenge words list 8	confiscate	
Autumn T2 Wk3	Alma (Narrative)	Challenge words list 9	conventional	
Autumn T2 Wk4	Non- chronological report	Challenge words list 10	crucial	
Autumn T2 Wk5	Non- chronological report	Y5/6 Statutory words	deceptive	

Autumn T2 Wk6	Christmas Advert - short narrative	Short vowel 'i'	desolate	
Autumn T2 Wk7	Christmas Cinquain Poetry	Long Vowel 'i'	disgruntled	
Spring Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T1 Wk1	Historical narrative	The prefix over-	elite	
Spring T1 Wk2	Historical narrative	The suffix –ful	enhance	
Spring T1 Wk3	Persuasive formal letter (Non- Fiction)	Words which can be nouns or verbs	exceptional	
Spring T1 Wk4	Persuasive formal letter (Non- Fiction)	Words with an /oa/ sound spelled 'ou' or 'ow'	excruciating	
Spring T1 Wk5	Rock, Paper, Scissors- narrative Dialogue focus	Words with a soft 'c' spelled ce	flustered	
Spring T1 Wk6	Rock, Paper, scissors-narrative Dialogue focus	Y5/6 Statutory words	gaunt	
Spring Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Spring T2 Wk1	Eye of the Storm (Narrative)	Prefix dis- un- over- im-	haggard	
Spring T2 Wk2	Eye of the Storm (Narrative)	Words with the /f/ sound spelled ph	heritage	
Spring T2 Wk3	Eye of the Storm (Narrative)	Words with origin in other countries	imperative	
Spring T2 Wk4	Pet Peeves (Online blog)	Words with unstressed vowel sounds	luminous	
Spring T2 Wk5	Pet Peeves (Online blog)	Words ending 'cial' /shul/ after a vowel	onslaught	

Spring T2 Wk6	Pet Peeves (Online blog)	Y5/6 statutory words	perspective	
Summer Term 1	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T1 Wk1	Little Freak narrative	Words ending 'tial' after a consonant	plausible	
Summer T1 Wk2	Little Freak narrative	Words starting acc-	proficient	
Summer T1 Wk3	Newspaper report	Words ending – ably	pungent	
Summer T1 Wk4	Newspaper report	Words ending – ible	rebuke	
Summer T1 Wk5	Three Little Pigs – investigative report	Adding the suffix –ibly to create an adverb	revenue	
Summer T1 Wk6	Three Little Pigs – investigative report	Words ending with 'ent' or 'ence'	shackle	
Summer Term 2	<u>Writing Genre</u>	<u>Spelling Rule</u>	<u>Word of the week</u>	<u>Grammar Focus</u>
Summer T2 Wk1	Dreamgiver narrative	Suffixes –er, -or, - ar	sublime	
Summer T2 Wk2	Dreamgiver narrative	Adverbs synonymous with determination	trepidation	
Summer T2 Wk3	Dreamgiver narrative	Adjectives to describe settings	turbulent	
Summer T2 Wk4	Biography of a parent	Grammar vocab 1	ultimate	
Summer T2 Wk5	Biography of a parent	Grammar vocab 2	Review	

Summer T2 Wk6	Y6 Recount	Mathematical vocabulary	Review	
Summer T2 Wk7	Y6 Recount	Review	Review	